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IDENTIFIERS	New Hampshire

ABSTRACT

The project reported here was done to establish a model for disseminating career education information throughout a regional vocational area to link the area schools and staff. This booklet's content (includes several illustrations) briefly covers what was done, how it was done (workshops, resources, and mini-grants), the results (career education resource center, mini-grants, and workshops), what contributed to the successes, key points to remember, things that would be done differently, types of expenses to be anticipated, conclusions, a checklist of possible activities in initiating an area-wide dissemination model, and persons to contact for additional information. (EM)

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PROJECT L.A.V.A.
Linking A Vocational Area

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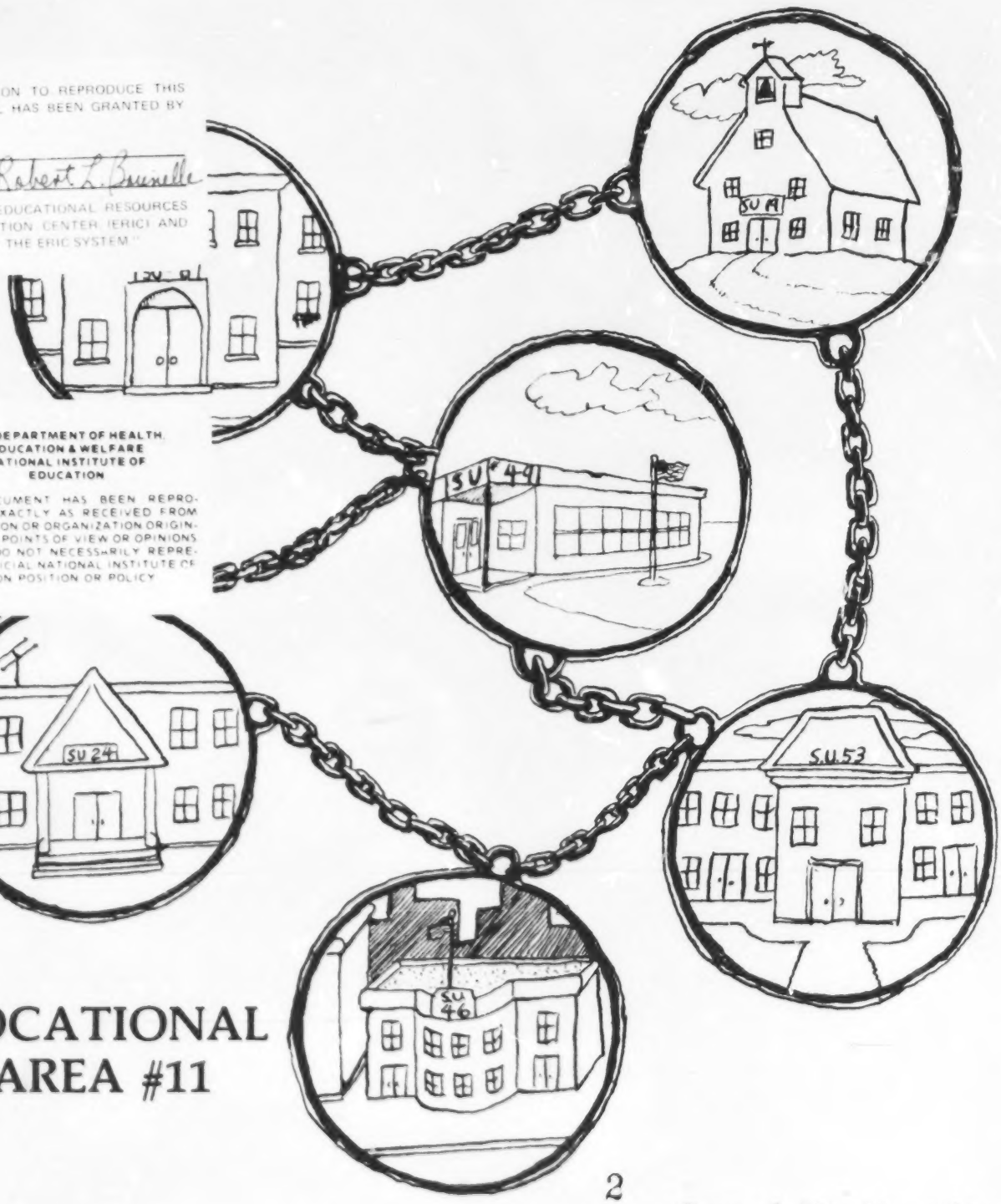

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VOCATIONAL AREA #11

Concord, New Hampshire

PREFACE

In 1969 the New Hampshire State Board of Education established twenty Vocational Centers. Vocational education leaders in these centers are currently establishing procedures for linking together the area schools to form a network that will result in effective future cooperation. The implementation of regionalized vocational centers is a recent development in New Hampshire. The success of the programs depends to a great extent upon information being both effectively transmitted and received. At the present time, the dissemination of information within a vocational area is either haphazard or nonexistent.

Project LAVA was initiated to address the dissemination issue. Funded by the R.C.U. (Research Coordinating Unit) of the Vocational-Technical Division of the New Hampshire State Department of Education, the prime objective of Project LAVA was to establish a model of dissemination within a vocational area - a process model that could be adopted/adapted by educators in disseminating information and "linking" the schools and staff within their respective vocational areas.

The Concord Career Education Project, a successful program within Vocational Area #11, was used as the vehicle to achieve the dissemination objective. The strategy would not only capitalize upon the existing resources and visibility of this program, but would also create an awareness of Career Education throughout Vocational Area #11 for staff at the Kindergarten to Grade 12 levels.

We believe that the information briefly outlined in the next several pages could assist Vocational educators in dealing with the issue of disseminating information within their own geographical areas.

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P R O J E C T L. A. V. A.

Linking A Vocational Area

An attempt to:

establish a model of dissemination

create an awareness of Career Education

throughout Vocational Area #11

VOCATIONAL AREA #11:

the capital area of New Hampshire which includes schools within the following six Supervisory School Unions:

S.U. #8, #19, #24, #46, #49, and #53.

Funded by:

Research Coordinating Unit

New Hampshire State Department of Education

Director: Dr. Jeffrey Luftig

Consultant: Richard Monteith

Dates:

September, 1976 - June, 1977

PROJECT MANAGER: David L. Morin

PROJECT SECRETARY: Mary E. McKenna

ILLUSTRATOR: Erik Peter Hodges

WHAT ? ? ?

DEVELOP

A

DISSEMINATION

MODEL

WITHIN

VOCATIONAL

AREA

#11

CREATE AN AWARENESS OF CAREER EDUCATION WITHIN VOCATIONAL AREA #11 . . . .

HOW ? ? ?

WORKSHOPS:

ORIENTATION

DISCUSSION

AFFECTIVE

COGNITIVE

SKILLS

CRAFTS

HOW TO

RESOURCES:

USING RESOURCES OF EXISTING CONCORD CAREER EDUCATION PROJECT:

Books

Laminating

Brochures

Resources

Cassettes

Video Tapes

Media Productions

Media

Tools

Films

Pamphlets

Video

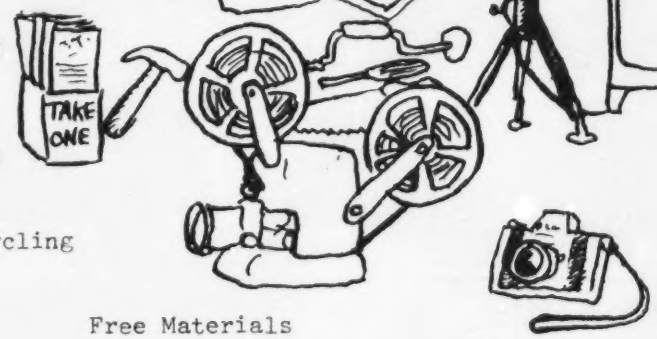
Recycling

Photography Equipment

Free Materials

Space

Media Previews



MINI-GRANTS:

Student Oriented

CE Activities

Classroom Models

$25 - $250

CAREER EDUCATION RESOURCE CENTER:

The total number of books, kits, equipment items, and films circulated increased from an average of 134 in September/October, 1976, to 222 in April/May, 1977. During that same time the number of visitors to the Career Education Resource Center and Activity Center increased from an average of 164 a month to 205 per month.

CAREER EDUCATION MINI-GRANTS:

16 Applicants - 13 Approved

Total of $2,300 expended

CAREER EDUCATION WORKSHOPS:

28 Workshops - 1060 Participants

WHAT CONTRIBUTED TO THE SUCCESSES ? ? ?

There was a high percentage of participation in all phases of the Project's activities when the Project Manager held Awareness or Orientation Workshops with the staffs, administrators, Staff Development Committees; and/or made personal visitations to the schools.

Participant response was poor when the Project Manager utilized only written communications and did not rely upon personal contact.

KEY POINTS TO REMEMBER:

Designate a person (or persons) within school (or system) to initiate/maintain linkages.

Maintain strong, continuous support of administrators.

Maintain direct contact with participants.

Initiate an openness and trust between all parties.

Insure that materials, equipment, and resources are available when participants need and/or request.

Follow-up! Practice what you preach.

Design your model to most directly and positively affect students.

THINGS WE WOULD DO DIFFERENTLY:

Meet with each School Principal.

Visit each school. Talk to staff in each school.

Make as many personal contacts as possible.

Initiate a monthly Newsletter.

Utilize carefully selected individuals to conduct cost-free Career Education Workshops.

Limit Career Education Mini-Grants to $200.

Arrange for more media coverage of program.

Request one person in each school to act as a liaison person with project.

TYPES OF EXPENSES TO BE ANTICIPATED

STAFFING: (Alternatives)

Full Time Director/Coordinator with Support Staff

Half-Time Director/Coordinator

An individual already in system

WORKSHOPS: (Costs:)

Instructor

Materials

Location

Released time for participants

Transportation

RESOURCES: (Considerations)

Staff (to select, order, catalogue, administer, and maintain)

Books, pamphlets, audio-visual, kits, tools, photography equipment

Heavy volume means necessary replacement, duplication, and maintenance of materials and equipment.

MINI-GRANTS: (Rationale)

A calculated expense

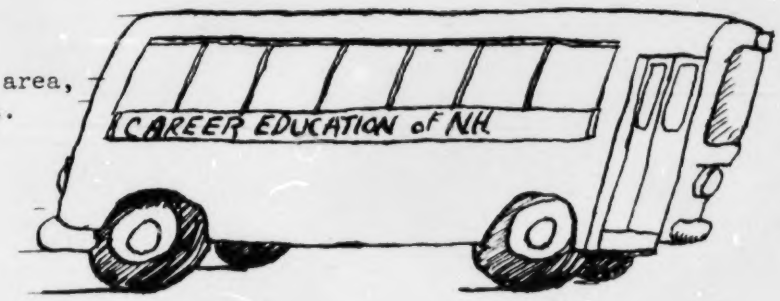
Will "hook" participants into your program

Many, many times more effective than the costs

TRANSPORTATION:

Don't forget this expense

If in a large geographical area, increase your travel budget.



CONCLUSIONS:

A key element of any dissemination program must be personal contact - but this is very time-consuming.

Dissemination activities can be accomplished inexpensively over a wide area.

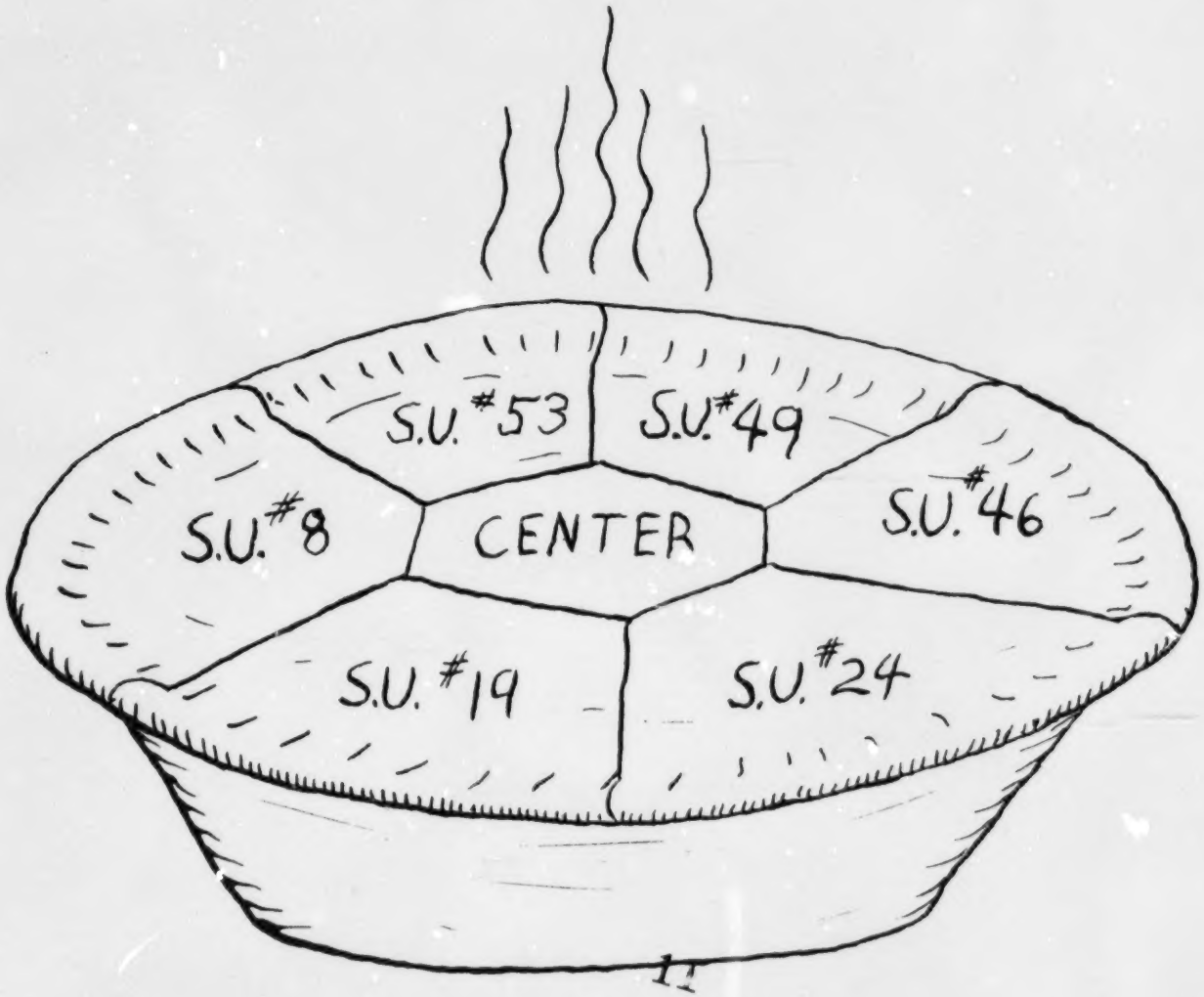
An existing Resource Center, Teacher Center, or other specialized service center can be used as a nucleus for involving staff in the dissemination program.

Workshops, seminars, orientations can be used to train your staff.

A delivery system is paramount to the successful operation of your program.

The model described is one that is assured of working.

Not every step has to be adapted/adopted.



CHECK LIST
of
POSSIBLE ACTIVITIES IN INITIATING AN AREA-WIDE DISSEMINATION MODEL

- [ ] Designate a Project Manager/Director/Coordinator
- [ ] Communicate in writing with all area Superintendents
- [ ] Communicate in writing with all area Administrators and Principals
- [ ] Communicate in writing with all area School personnel
- [ ] Make personal visitations to school districts to discuss Project
- [ ] Make personal visitations to Schools to conduct in-service Workshops/Meetings
- [ ] Initiate an Executive Committee consisting of administrative representatives from all School Unions
- [ ] Initiate monthly newsletter
- [ ] Continue personal visitations to schools/individuals

Conduct Needs Assessment:

- [ ] Formal
- [ ] Informal

- [ ] Initiate Career Education Workshops based upon needs expressed
- [ ] Initiate Career Education Mini-Grants
- [ ] Encourage educational personnel to visit Resource Center
- [ ] Schedule Workshops, Meetings, Activities in Resource Center
- [ ] Initiate a delivery system
- [ ] Evaluate the effectiveness of all Project components

FOR MORE INFORMATION RELATING TO PROJECT L.A.V.A.

CONTACT:

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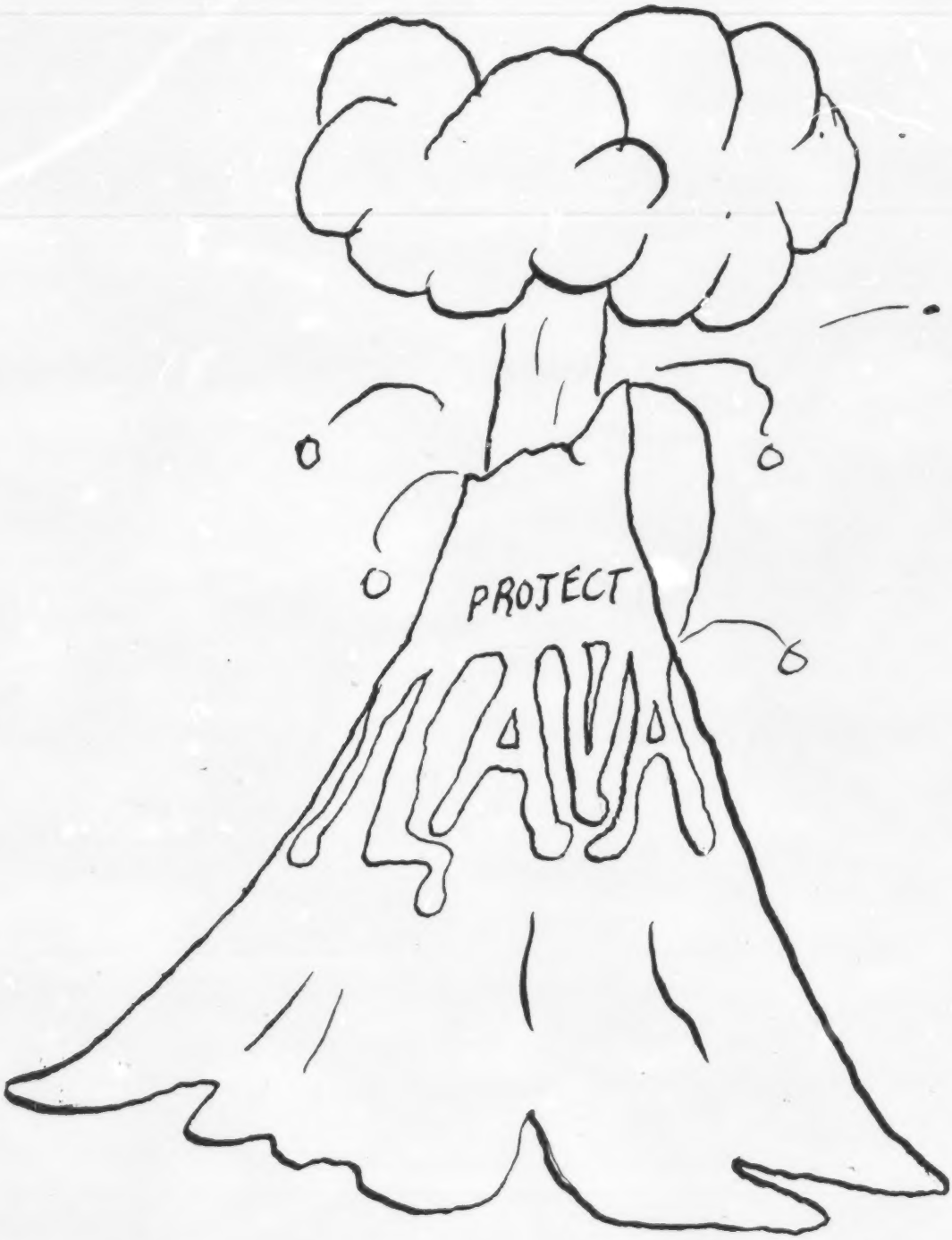
May, 1978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